

Article

Creativity and Performance in Education Applied to an Oral Communication Class

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ABSTRACT

The concepts of creativity and Performance in Education (PIE) are explored in this paper. First, creativity and PIE are defined in the context of education. Then the two concepts are examined in detail. Finally, an example of their implementation in a course at a Japanese university is described.

本稿では、創造性と教育におけるパフォーマンス (PIE) の概念について検討します。第一に、創造性と PIE は教育の文脈で定義されています。次に、2つの概念について詳しく調べます。最後に、日本の大学のコースでの実施例について説明します。

Alan Maley (2015), author of language teaching resource books, writes about a "safe, comfortable" teaching zone in his poem, "Outside the Box":

Outside the Box
Being inside the box
was comfortable -
warm and cosy.
We curled up
with cushions of routine,
wadded with words,
blanketed by books,
swaddled in certainties.
A bit stuffy perhaps,
and we sometimes felt cramped,
but never mind,
we were so used to it
that it felt normal -
and, as I said,
comfortable.

Out here we are exposed,
and cold winds blow.
We need to hold on tight,
keep our eyes open
for sudden snow squalls,
hidden crevasses.
It's a precarious existence now -
but here we can move and breathe,
see clear to the far horizon.

And if we come to a cliff,
we know we can step off it
into empty air,
trusting it to bear us up.
We have no fear
of
falling.

In the poem, Maley first writes about an old situation "inside the box" where teachers felt safe and comfortable:

"curled up
with cushions of routine,
wadded with words,
blanketed by books,
swaddled in certainties."

He then writes about the new situation "out here" - "outside of the box" - where teachers are not so comfortable,

"Out here we are exposed,
and cold winds blow.
We need to hold on tight,"

but, a place where teachers can "move and breathe," and "see clear to the far horizon." If teachers have a problem and "come to a cliff," they can just step confidently off the cliff because they know they will not fall. On the same topic, Tomlinson (2015, p. 24) states, "Most

language teachers still rely on coursebooks to provide the activities they will use in the classroom." He then goes on to provide alternatives to this "safe, comfortable" way of teaching. What is this super power that Maley says allows teachers to feel they can fly and Tomlinson proposes to free teachers from the textbook? It is creativity.

On a different topic, Ford and Kluge (2018) describe a situation found in many language classrooms of the teacher treating the "classroom as a class womb," with teachers protecting students from criticism for incorrect language use to the point that the students are not ready to use language in the "outside world." The solution to this problematic situation, according to this paper, is Presentation in Education (PIE).

The two concepts of creativity and Performance in Education applied to a skills/content class are the subject of this inquiry. This paper first defines both creativity and Performance in Education (PIE), then describes the development of the importance of creativity and performance in language teaching, and finally describes the role of creativity and performance in a skills/content course in a Japanese university.

Creativity

What do people mean when they talk about creativity? Creativity is one of those common yet esoteric concepts and defining it is similar to the situation that confronted United States Supreme Court Justice Potter Stewart in 1964 when asked to define obscenity. His answer was, "I know it when I see it," which has come to be used to refer to something that is well-known but hard to put into words. In daily life this kind of operational definition is adequate, but in an educational setting (and one would think in a legal setting) where goals need to be set and activities to reach those goals need to be made, a more concrete definition is required. Ellis (2016, p. 32) defines creativity as "novelty, imagination, adaptability, experimentation, open-mindedness." Feher (2008c) looking at the essence of creativity, quotes creative thinking writer, Roger von Oech, who defines creativity this way: "Creativity is transforming one thing into another." Weiner (2000, p. 99) also defines creativity: "Today creativity generally refers to the phenomenon of bringing forth something new in virtually any realm of human endeavor." He continues by stating,

This interdisciplinary perspective is new. Also new is the egalitarian attitude that almost anyone, from any walk of life can be creative, the multicultural attitude that creativity can be found anywhere on Earth, and the overwhelming positive value we attach to the word. (Weiner, 2000, p. 99).

As Densky (2016, p. 49) notes, "What is known is that creativity is a good thing that has permeated all areas of life. "Creativity" no longer belongs to the domain of the arts but can be found in all disciplines." Ellis (2016, p. 32) gives a clear analysis of creativity, breaking

it down into three categories: Person Creativity (a personality trait as in "a creative person"), Product Creativity (a poem, drawing, etc.), and Process Creativity (the act of creating something). Croft (2005) called the creativity of Beethoven or da Vinci "big 'C' creativity (Creativity)", and the creativity of ordinary people coming up with everyday life hacks and other creative thinking "little 'c' creativity" (creativity). Feher (2008b) looked at four essential features of creativity; it is imaginative, purposeful, original, and of value. Feher (2008a) explains why creativity is important in language classrooms:

- 1 . Using language is a creative act.
- 2 . Compensation strategies for meaning negotiation require creative ways of expression.
- 3 . Some people learn better if they are allowed to be creative.
- 4 . Doing creative activities motivates, inspires, and challenges.
- 5 . Creativity improves self-esteem.
- 6 . Creative work in the language classroom often leads to genuine communication.
- 7 . Creative tasks make classroom work more variable and enjoyable.
- 8 . Creative thinking is an important real-life skill.

Read (2015, p. 29), writing about elementary school education, also enumerated the importance of creativity in education, stating that it:

- 1 . develops relevant cognitive skills such as observing
- 2 . develops metacognitive skills
- 3 . increases children's engagement and motivation in studying a foreign language
- 4 . makes language learning enjoyable and memorable
- 5 . gives children a sense of ownership and a feeling of success
- 6 . allows for divergent responses and, for children who may be strong in other areas of the curriculum, e.g., art, music or dance, to use these to support their learning
- 7 . promotes children's ability to think in a flexible way
- 8 . provides a personalised challenge
- 9 . develops qualities such as patience, persistence and resourcefulness
10. provides a basis for the development of more sophisticated, conceptual and abstract creative thinking in future.

Creativity in Japanese Schools

In Japanese schools, the ministry that governs schools, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), in 2013 wrote in their online guideline, "What is truly needed in Japan is independent-minded learning by individuals in order to realize independence, collaboration, and creativity." Smith (2018, p. 12) comments on the admirable goal: "Finally, creativity is given a clearer definition - the creation of new (social

and economic) values. However, even with creativity now at the forefront of policy, there is no analysis of what creativity involves and what helps it thrive." That is, in Japan, there has been a governmental call for the promotion of creativity in education, but no specifics on how to implement it in education. However, Smith (2018, p. 13) continues in a more hopeful vein: "Its lack of definition in policy, alongside the promotion of zest for living, gives educational institutions the opportunity to shape their creativity policies in a way that reflects the findings of creativity research." Kluge (2018) suggests that the use of performance in education is one way to insert creativity into Japanese schools.

Performance in Education (PIE)

Research at the University of Wisconsin Madison's Center on Organization and Restructuring of Schools supports the idea that performance is a good way for students to show what they have learned, a way of evaluation of learning. From 1990 to 1995, the center analyzed data from the following sources:

- (1) the School Restructuring Study (SRS), an examination of 24 schools restructured to improve student learning;
- (2) the National Educational Longitudinal Study of 1988 (NELS: 88), a nationally representative sample of over 10,000 students from grades 8 through 12;
- (3) the Study of Chicago School Reform, survey data from 8,000 teachers and principals in 400 elementary and 40 high schools from 1990-94; and
- (4) the Longitudinal Study of School Restructuring, 4-year case studies of 8 schools.

In that research, Newmann & Wehlage (1995, p. 8) conclude that academic achievement can be judged satisfactory "only if" students are required to "express the results of [their] disciplined inquiry in written, symbolic, and oral discourse by making things, . . . and in performances for audiences" (Newmann & Wehlage, 1995). Their conclusion based on extensive research states that performances in front of audiences is not only a good idea - it is one of two necessary ways to demonstrate successful learning. Another basis for the use of performance in education is Competency-Based Language Teaching (CBLT).

Competency-Based Language Teaching

Richards (2006, p. 41) states that Competency-Based Language Teaching (CBLT), the foundation for much of vocational/survival-oriented language program, is part of the competency-based instruction that has been used since the 1970s. Auerbach (1986) identifies eight characteristics of CBT:

- 1 . It focuses on functioning successfully in society.
- 2 . It focuses on life skills.

3. It is task- or performance-oriented instruction.
4. It is made up of modularized instruction where "language learning is broken down into meaningful chunks."
5. The outcomes are communicated clearly to students.
6. There is continuous ongoing assessment.
7. Students must demonstrate mastery of performance objectives.
8. It is individualized, student-centered instruction.

Characteristics #3 (It is task- or performance-oriented instruction.) and #7 (Students must demonstrate mastery of performance objectives.) relate directly with performance in education. Although Auerbach uses the term "performance" in a way that is different from Performance in Education, it still includes the sense of performance in PIE.

There are two types of PIE: Performance-Based Learning (PBL for the purpose of this paper, not to be confused with the more common usage of PBL to indicate Project-Based Learning) and Performance-Assisted Learning (PAL). Although both employ performance, the place of performance in the curriculum and the reasons for using performance differ. PBL and PAL are described below.

Performance-Based Learning (PBL)

Ford & Kluge (2015) discuss PBL in terms of Project-Based Learning:

Project-based Learning . . . is a student-centered teaching approach which incorporates the use of extensive projects in the classroom. A project poses a challenge to engage students in a process of discovery of knowledge and skills that culminates in a tangible product of their discovery process.

Intensive courses such as film-making, drama, or debate which focus on creating an end product are examples of Project-Based Learning.

Performance-Assisted Learning

Performance-Assisted Learning (PAL) is "implementation of micro-activities of performance in order to learn, consolidate learning, and evaluate learning" (Kluge, 2018; Kluge in Head et al., 2018). PAL refers to the use of performance activities as one of several activities to enhance learning or where performance activities are just one element in a syllabus. An example of PAL are content classes, for example, an economics class in Japanese, where the teacher lectures, the students do group discussions, each student researches a topic, writes a paper based on the research, and does a presentation of the paper. Debate may also be an activity to augment discussion. In this example PAL class, the main topic is economics and the performance activities - presentation and debate - are supplementary activities.

Application to an EFL Content Course

For the last 13 years, since 2006, I inserted creativity and performance into a course that I taught at a Japanese university. A description of the course follows below. For this paper, the description focuses on creativity and performance and does not dwell on the many other non-performance activities that were part of the course.

Description of Class

The course was taught to two classes of second-year students, the first class having six students and the second class having five students. The course had as two of its implicit goals to promote creativity and to include performance as one of the key activities, as can be seen in the course syllabus. (See Figure 1.)

Course Description

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Description:

This is a course that uses readings, listening passages, and student-created sketchbook pages to improve oral communication.

Goals: The student will . . .

- 1 . understand what culture is.
- 2 . learn more on how to discuss a topic.
- 3 . learn more on how to give a presentation.
- 4 . Learn about their language and presentation progress.

Activities: The student will . . .

- 1 . read and answer questions on a culture topic.
- 2 . listen to a passage and answer questions on a culture topic.
- 3 . discuss the culture topic.
- 4 . create a sketchbook page for the culture topic.
- 5 . give a presentation on the culture topic.
- 6 . watch a movie.
- 7 . answer questions on the movie.
- 8 . discuss the movie.
- 9 . take language progress tests
10. give presentations at the beginning, middle, and ending of the course to evaluate their presentation skills.

Textbook: Identity, Joseph Shaules, Hiroko Tsujioka, and Miyuki Iida, Oxford University Press, 0-19-438574-4

Examinations: There will be an oral Midterm and Final Exam based on the sketchbooks.

Grades: The grades will be based on Participation 10%, Homework (textbook and movie worksheets) 10%, Sketchbook 30%, Exams 40% (2 X 20%), and Report 10%.

Figure 1. Syllabus for 2018 second-year university course.

The basis of the course is the textbook, *Identity* (Shaules, Tsujioka, & Iida, 2003). All units are four pages long and are constructed in the same way. Figure 2 is a description of the activities in Unit 1 on identity (Shaules, Tsujioka, & Iida, pp. 2-5):

<p>Section 1 Find Out:</p> <p>Activity 1 Read and listen to a short passage (usually a personal narrative).</p> <p>Activity 2 Answer five content questions.</p> <p>Activity 3 Speak Out (pair or group work) Asking each other several questions as a discussion.</p> <p>Section 2 Focus In:</p> <p>Activity 1 Answer a survey and determine the score for the answers.</p> <p>Activity 2 Speak Out (pair or group work) Discuss each person's score.</p> <p>Activity 3 Speak Out (pair or group work) Discuss each person's answers.</p> <p>Section 3: Listen In</p> <p>Activity 1 Listening 1: Listen to a short passage.</p> <p>Activity 2 Answer five content questions (T-F questions).</p> <p>Activity 3 Listening 2: Listen again to the short passage.</p> <p>Activity 4 Answer two content questions (short answer questions).</p> <p>Activity 5 Speak Out (solo work) Answer several questions about yourself.</p> <p>Activity 6 Speak Out (pair or group work) Ask each other several questions in a discussion.</p> <p>Section 4: Find Out More</p> <p>Activity 1 Read and listen to a short passage (usually of an expert).</p> <p>Activity 2 Answer five content questions.</p> <p>Activity 3 Speak Out (solo work) Answer several questions about the topic.</p> <p>Activity 4 Speak Out (pair or group work) Compare your answers to Activity 3 as a discussion.</p> <p>Section 5: Wrap Up Activity</p> <p>Activity 1 Prepare a report on the topic.</p>

Figure 2. Outline of activities in unit 1 of Identity.

This is a very logical and effective sequence of sections and activities. Even though activities require listening and reading skills, they do not require creativity. Although the book contains a report at the end of each unit, it is usually an academic report that requires no creativity and the book gives no guidance on how to give a presentation report. In addition to the textbook, the students were required to purchase a large sketchbook (270mm X 380mm) in which to do their creative homework assignments.

Homework Assignments

For each unit, the week before the unit is discussed, as homework the students are required to create a page in their scrapbook applying the concept of the unit to their own lives. (See Table 1.)

Table 1. Units and Sketchbook Assignments

Identity Unit	Sketchbook Assignment
Unit 1: Identity	Who Am I?
Unit 2: Values	What Do I Value?
Unit 3: Culture Shock	My Culture Shock
Unit 4: Culture in Language	My Name in Japanese
Unit 5: Body Language and Customs	My Favorite Body Language
Unit 6: Individualism	Am I an Individualist or a Groupist?
Unit 7: Politeness	What I Learned from My Family
Unit 9: Gender and Culture	A Gender Problem I Experienced
Unit 11: Social Change	How I Can Change Japanese Society
Unit 12: Global Community	The Global Community and Me

Students are given the following requirements and advice on making the sketchbook page (Figure 3).

How to Make a Good Sketchbook Page

You don't have to be an artist to do well in making a good sketchbook page. Here is what you need to do.

1. Plan the page on a separate piece of paper.
2. Make sure you include yourself.
3. Use a combination of the following:
 - A. your own photos
 - B. photos from the Internet or magazines
 - C. your own illustrations or drawings
 - D. illustrations or drawings from the Internet or magazines
 - E. Real things like tickets or programs from events, etc.
 - F. Words or phrases, but not sentences or paragraphs
 - G. Color paper
 - H. Color markers
 - I. Creativity
4. Make sure you make the page visible from a distance as you give your presentation.
5. Take some care and time to create the page.

You will get a good grade on the page.

How NOT to Make a Good Sketchbook Page

1. Spend no time planning the page.
2. Do not include yourself.
3. Use only a pencil or pen.
4. Page is either too faint or too small to see your page from a distance as you give your presentation.
5. You create the page as you sit in the classroom a few minutes before class.

You will NOT get a good grade on the page.

Figure 3. Advice on how to create a good sketchbook page.

The purpose of the sketchbook activity is related to the development of creativity: one of the requirements of the page is that it should be creative. Then the students are asked to prepare a short presentation of their sketchbook page and are given a photo-sized card, called a cheat sheet, with advice on how to organize and give the presentation. The cheat sheet can be held in one hand while giving the presentation (Figure 4).

.....Presentation Points.....
STRUCTURE Introduction (greeting, topic) Body (points, support) Conclusion (In conclusion, summary, Thank you.) Q&A (Questions? More questions? No? Thank you.) PRESENTING SELLS PG Smooth (no reading, no memorization) Energy Loud Look (fan, point 2 point, person 2 person) Smile (but not for serious topic) +Posture (straight, balanced) +Gestures (big, no unnecessary ones) HINTS refer/point to poster act confidently big breath before beginning

Figure 4. Sample cheat sheet.

Creativity Orientation

In the second class of the course, students were given a creativity orientation using an advertisement for Mercedes-Benz. Mercedes-Benz (2011a, 2011b, 2011c) had three ads connecting appreciation of their cars to both left and right sides of the brain. The left side illustration of the brain was in muted colors. The one ad chosen for the orientation had a grayish background with computer-like font and brain ridges looking somewhat like computer circuitry for the left brain. The other two had similarly muted backgrounds with logic-connected images such as a chess board with chess pieces or buildings. The text for the left brain was the same for all three ads and was as follows in computer-like font:

Left Brain

I am the left brain.

I am a scientist. A mathematician.

I love the familiar. I categorize. I am accurate. Linear.

Analytical. Strategic. I am practical.
Always in control. A master of words and language.
Realistic. I calculate equations and play with numbers.
I am order. I am logic.
I know exactly who I am.

In contrast, for the right side of the brain, the ad was a riot of color, with paint splatches and illustrations of music or passion. The text for the right brain was also the same for all three ads and was as follows in handwritten script font:

Right brain

I am creativity. A free spirit. I am passion.
Yearning. Sensuality. I am the sound of roaring laughter.
I am taste. The feeling of sand beneath bare feet.
I am movement. Vivid colors.
I am the urge to paint on an empty canvas.
I am boundless imagination. Art. Poetry. I sense. I feel.
I am everything I wanted to be.

Students understood from the graphics, colors, and words in the ad that both logic and creativity were necessary for a high-quality product.

In the Classroom

When students come to class, they are given time to rehearse the presentation. They are each given a mini-tripod that holds their cell phone. (See Figure 5.)

Students go to an empty part of the classroom where they can have some privacy, insert their cell phone into the mini-tripod, set the tripod on a desk, face the tripod, and record their presentation using their sketchbook page as a visual aid (Figure 6).

Then students take their cell phone from the tripod, take out their own earphones, and watch and listen to their presentation while looking at their cheat sheet so they can see what they should improve. They then return to their seats. The whole process of the rehearsal and self-evaluation takes about ten minutes, but for



Figure 5. Tripod for student cell phone to record practice presentation.



Figure 6. Students recording practice presentation in class.

them it is the most important ten minutes of the class. In the front of the class, a desktop easel to hold their sketchbook, and two pointer sticks to choose from are set up (Figure 7).

Then the students do their presentation, one-by-one, in front of the class, first giving their cell phone to a person in the middle of the room who inserts it into a larger tripod and records the presentation (Figures 8 and 9).

The teacher gives a brief oral evaluation of the strong points and what needs to be improved. As homework, students take a photo of their sketchbook page, write an evaluation of the creation of the sketchbook page (see Figure 10) and, after viewing their class performance video, write an evaluation of their presentation (see Figure 11).



Figure 7. Sketchbook, easel, and two pointers for students to use for their presentation.



Figure 8. Larger tripod to hold student cell phone for presentation.



Figure 9. Student holding pointer and using own sketchbook in easel with larger tripod on desk for recording presentation with student's own cell phone.

Name _____ Student Number _____										
Sketchbook Evaluation I did the following for each Sketchbook page:										
Unit	1 1-20	2 1-10	3A 1-10	3B 1-20	4 1-10	5 1-20	My Overall Grade 1-100	My Comment	Teacher's Grade	Teacher's Comment
1										
2										
3										
4										
5										
6										
7										
9										
11										
12										

KEY	Point Guideline	
1. I planned the page on a separate piece of paper.	10 points	20 Points
2. I made sure I included myself in this page.		
3A. How many of the following media did I use on this page?		
A. your own photos/photos from the Internet or magazines		
B. your own illustrations or drawings/illustrations or drawings from the Internet or magazines		
C. Real things like tickets or programs from events, etc.		
D. Words or phrases (not sentences or paragraphs)		
E. Color paper/Color markers		
3B. Creativity		
4. I made sure I made the page visible from a distance as I gave my presentation.		
5. I took some care and time to create this page		
	S	9-10
	A	8
	B	7
	C	6
	Not Pass	0-5
		18-20
		16-17
		14-15
		12-13
		0-11

Figure 10. Student self-evaluation of sketchbook pages.

Name _____ Student Number _____

Presentation Evaluation I did the following for each presentation:

[Deleted Part: For each presentation students have to evaluate it according to the following characteristics.]

KEY		Point Guideline		
STRUCTURE: My presentation had a good . . .			10 points	5 Points
1. Introduction (greeting, topic)	10 pts	S	9-10	4.5-5
2. Body (points, support)	10 pts	A	8	4
3. Conclusion (In conclusion, summary, Thank you.)	10 pts	B	7	3.5
4. Q&A (Questions? More questions? No? Thank you.)	10 pts	C	6	3
PRESENTING SELLS+PG: When I presented I . . .		Not Pass	0-5	0-2
5. was Smooth (no reading, no memorization)	5 pts			
6. had Energy	5 pts			
7. had a Loud enough voice	5 pts			
8. Looked at everyone (fan, point2point, person2person)	5 pts			
9. Smiled (but not for serious topic)	5 pts			
10. had good, strong, balanced Posture	5 pts			
11. had good Gestures (big, no unnecessary ones)	5 pts			
HINTS: Throughout my presentation I . . .	5 pts			
12. referred to/pointed at my poster	5 pts			
13. acted confidently	5 pts			
14. took a big breath and smiled before beginning	5 pts			
15. was interesting	5 pts			

Figure 11. Student self-evaluation of presentations.

As homework students take a photo of their evaluations and send the video of the class performance, the photo of the sketchbook page, and the photo of their self-evaluations to the teacher. (See Figures 10-12.) Figure 13 shows a sample student sketchbook page.

Name _____ Student Number _____ Course _____				
Self-Evaluation Sheet				
Num.	Preparation (Homework) __/100	Participation __/100	English Use __/100	OVERALL __/100
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Exams	Midterm ____/100 Why?	Final __/100 Why?		
Projects	1. ____/100 Why?	2. ____/100 Why?	3. ____/100 Why?	4. ____/100 Why?
What I did well		What I should improve	Grade for semester ____/100 Why?	
Message to Teacher				

Figure 12. Student self-evaluation of classes and course.

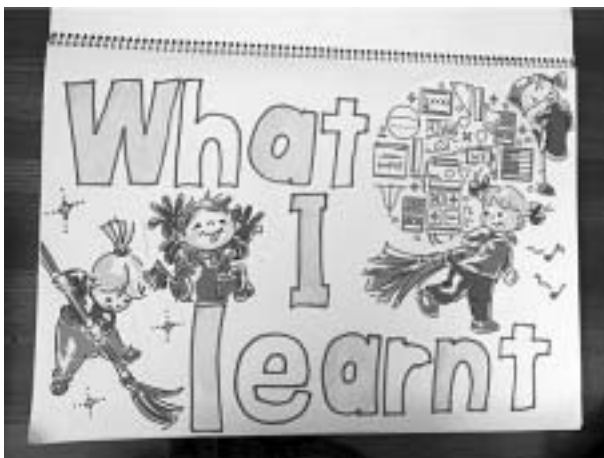


Figure 13. Creative student sketchbook page (written permission of student).

A Sample Class

Here is the entire order of a sample class:

Activity 1 . Teacher welcomes students to class.

Activity 2 . Teacher takes attendance.

Activity 3 . Students have a few minutes of free conversation for a vocal-warm up.

Activity 4 . Class reviews last week's topic (finish listening and discussion from the textbook).

Activity 5 . Class starts new unit (listening and discussion from the textbook).

Activity 6 . Students practice sketchbook presentation, video recording it with their cell phone. (See Figure 5 for the mini-tripod used to help students video record their practice presentation.)

Activity 7 . Students listen/watch their sketchbook practice presentation video.

Activity 8 . Students perform sketchbook presentation, video recording it with their cell phone. (See Figure 8 for the larger, more stable mini-tripod used to help Students video record their presentation.)

Activity 9 . Students get some words of advice from teacher.

Activity 10. Class continues the unit (listening and discussion from the textbook).

Activity 11. Students do self-evaluation of class. (See Figure 12.)

Activity 12. Teacher explains homework assignment.

Activity 13. Teacher ends class.

At Home: Students look at their presentation video and do a self-evaluation of their sketchbook and presentation. (See Figure 10 and 11.)

As can be seen, out of 13 classroom activities, only four activities (#5-8) or less than one-third of the class activities have to do with the presentation, with the rest of the class spent doing typical lecture, listening, and pair/small group/whole class discussion activities.

Exams

The midterm and final exams consist of each student presenting to the class two pages of their sketchbook in one presentation. The same process used during classes is used for the exam - video record the practice, evaluate the practice video, perform the presentation and video record it, then evaluate it. The only part that is different is they do not receive verbal advice immediately after finishing the presentation.

Discussion

To evaluate how the class went, it has to be looked at from the teacher's point of view and from the students' point of view. The following evaluation is subjective.

From the Teacher's Point of View

The classes went well and the sketchbook pages were creative and communicative, with imaginative hand-drawn illustrations. More than one student did 3D illustrations with flaps of paper acting like doors to hide the point to be presented until the student opens the "door" to reveal what was hidden. One student even did a 4D illustration similar to the 3D mentioned above, but what had first looked like four doors turned into four books of several pages in length, so in addition to 3D, the student added the fourth dimension of time. During the course, students did not look like they were tiring of presenting or losing interest in the creative sketchbooks or the presentations and not only learned information about the presenter, but also learned how to create presentation aids, as illustrated by students "borrowing" interesting techniques and implementing them in their own sketchbook pages. However, there were four concerns of the teacher:

1. The possible stress for students who do not feel they are artistic must be considered.
2. The stress for students who do not feel comfortable speaking in front of an audience must be considered.
3. Students are used to creating presentations digitally on the computer using Power-Point software. How were they going to react to this analog way of making a presentation?
4. The evaluation of the creativity and presentation is all subjective - more objective evaluation would be better for students to understand clearly what they are good at and what needs to be improved.

From the Students' Point of View

Because students realized that they must improve their presentation skills for their third and fourth year of university and recognize that the ability to present well is a necessary job skill, they appear to like the process of practicing their presentation, evaluating their practice presentation, presenting their presentation, listening to some teacher advice about their presentation, then at home watching their video of their presentation and doing a self-evaluation. They seem to feel that they are given the chance to do their best and are given advice each time to improve their presentation skills. Though the advice may sometimes be hard to acknowledge, they appeared to be appreciative.

Below are some student comments about creativity and performance, written at the end of the course in their own words, without correction. (All students signed informed consent papers regarding photos and comments.) Here are some sample comments:

1. "I could enjoy drawing sketchbook. Sometimes it was hard, but it was a good chance to show my creativity."
2. "It was hard or me to make a presentation in a week. However, I could overcome this difficulty and get confidence that I could overcome a big difficulty!"
3. "When this class started, I was always nervous because I really didn't like to do presentation. It was very difficult for me and hard time for me. But gradually I could enjoy presentation and make a sketchbook. I tried to make sketchbook interested and practice presentation."
4. "I enjoyed this class and it was good to improve my skills such as speaking and doing presentations."
5. "By making sketchbook every week, I could improve my imagination skill. Also, I could practice my speaking skills so it was a good opportunity to do the presentation in this class."
6. "I enjoyed this class and it was good to improve my skills such as speaking and doing presentations."
7. "Before I joined this class, I didn't know much about how to give good presentations, so I want to improve my speaking skills more. Also, I can take care to make better sketch book pages, and it is good opportunities to think about myself."
8. "I took a lot of time to draw sketchbook every week and I tried hard to look good. I became to make good presentation than before."
9. "I tried to make my sketchbook colorful and easy to see as possible. I wasn't good at speaking front of everyone, but I got used to it a little. I think I need to practice speaking smoothly when I give a presentation."
10. "When doing my sketchbook, I think I can be more creative because I can draw and write what comes from my mind and I enjoyed it. When doing the presentation I need to be more confident when I stand up and speak, also need to practice more at home."
11. "Thanks to you, I could improve my creativity through presentation and sketchbook. I sometimes thought this class was hard, but now I'm satisfied with this class because I could improve many skills. At first, I was afraid to give a presentation in front of people because I have no confidence. However, I could have confidence."

These comments show that students rose to the challenges of using creativity to create good sketchbook pages instead of using digital means and doing weekly presentations.

Conclusion

Creativity and performance made a good combination for students to create interesting presentations without using a computer. Students also improved their presentation skills markedly. The class atmosphere and motivation of the students were very good, but there were some areas to improve in terms of further considering student confidence and in objectifying evaluation. The students became more creative and gave much better presentations at the end of the course than they did at the beginning, fulfilling the implicit goals of the syllabus.

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